



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue, Austin, TX 78701-1494

Application stamp-in date and time

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TEXAS EDUCATION AGENCY
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Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021
Pathway 3: January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization CDN Vendor ID ESC DUNS
Address City ZIP Phone
Primary Contact Email Phone
Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Title
Email Phone
Signature Date

Grant Writer Name Signature Date

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☒ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
100% of the partner districts stated that attracting teacher candidates was an essential priority for developing a "Grow Your Own" program. 90% express a shortage in the qualified teacher pool of applicants for positions of teachers in core and high need areas.	The SSA will ensure that a systematic and informed targeted recruitment and selection process includes strategies to pool teacher candidates for both Pathway 1(P1) and 2(P2) especially in the high need areas. Identify and select candidates in partner districts that meet state and program requirements. Implement education courses, practicum, and student organizations.
100% of the partner districts, express issues with retaining qualified teachers. Smaller districts lack teachers with a master's degree limiting dual credit opportunities for students.	The partner districts interns (P2) will participate in Region One's educator preparation program which has a record of developing well-prepared teachers. Candidates will be supported by a field supervisor, through additional observations and feedback, and trained mentors.
100% of the partner districts stated they lacked educational training courses, especially for dual credit or a CTSO chapter to recruit students into the education profession.	Implement education courses, practicum, and student organizations. Implement Student Leadership Series of talks featuring educators and centered around education as a possible career path.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

P1: By the end of the 2019-2020 school year, 100% of LEAs will offer the Education and Training Course(s) and participate in at least one competitive CTSO/TAFE/FCCLA event.
 P2: By the end of the 2020-2021 school year, it is the goal to increase the local teacher candidate pool in each partnering district by 5-10% to meet district needs.
 P2: By the end of the 2020-2021 school year, 100% of teacher candidates will successfully complete the Educator Preparation Program (Project P.a.C.E.) with a 100% passing rate on the TExES certification exams.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

MOU between LEAs and Region One ESC Project P.a.C.E. (Prepare and Certify Educators) finalized.
 P1: Districts will prepare to offer Education and Training courses, Instructional Practices and/or Practicum in Education and Training, as evident in high schools' master schedules. Student recruitment process will begin in all partner district high schools and initiation of Career and Technical Student Organization (CTSO) as shown during registration process. Districts will report the number of teacher candidates enrolled/attending courses, the number of students enrolled/attending each education/training courses, and number of students participating in at least one CTSO activity/event.
 P2: Partner districts will report number of participating paraprofessionals/instructional aides/long-term substitutes selected to be part of the grant by teacher shortage area as determined by state, Project P.a.C.E., and district selection criteria. Participants working towards a bachelor's degree will submit documentation of completion of college hours by semester.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Pathway 1: Documentation of student enrollment in Instructional Practices and/or Practicum in Education and Training courses in all partner district high schools. Establishment of CTSO and scheduled event. Scheduling of CTE Roundtable meetings (one per semester) and Leadership Series for Students.

Pathway 2: Partner districts report number of hired paraprofessionals/instructional aides/long-term substitutes selected to be part of the grant by teacher shortage area.

Documentation of progress of enrolled participants in educator preparation program and observation(s) of intern with feedback from field supervisor will be on file. Participants have been assessed for additional needs and assistance.

Participant feedback surveys to be used for program quality assurance. Formative evaluation, such as surveys, TExES passing rates, etc. will be conducted to assess program activities for appropriateness/effectiveness.

Third-Quarter Benchmark

Pathway 1: Documentation of student enrollment in Instructional Practices and/or Practicum in Education and Training courses in all partner district high schools. Completion of CTSO event. Completion of Education and Training Teacher Roundtable meetings and Teach Texas Student Leadership Series.

Pathway 2: Partner districts report number of hired paraprofessionals/instructional aides/long-term substitutes selected to be part of the grant by teacher shortage area. Documentation of progress of enrolled participants in educator preparation program. Completion of six observations, more than required, of intern with feedback from field supervisor. All participants are on target for completing the certification coursework/program. Participant feedback surveys to be used for program quality assurance. Formative evaluation will be conducted to assess program activities for appropriateness/effectiveness and to review progress toward meeting goals.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The program evaluation will assess teacher candidates' perception of the project activities, identify the project's impact, and monitor the activities to demonstrate success. To assess the degree to which project goals are achieved, the following process evaluation data will be collected for project activities and used for the overall program evaluation: (1) P1 and P2 1st-3rd quarter benchmark data, (2) measure of student participation and engagement in CTSO activities/events, (3) number of teacher candidates placed in full-time teaching positions, (4) demographic information of teacher candidates, (5) survey results and (6) TExES passing rates.

From the data collected, program staff will evaluate at each benchmark to determine if modifications are needed by examining if the activities are being performed as planned, the satisfaction of the LEAs/teacher candidates, how should the planned activities be modified to achieve better success, and what lessons can be learned so far. Modifications/solutions will be implemented to ensure success of the grant. All collected information will be analyzed and used to immediately identify and correct/modify problem areas during each stage of the grant.

-Project P.a.C.E. will continue to recruit candidates in hard to fill areas with weekly, and as needed, information sessions for districts and the community.

-Program staff will monitor progress of candidates completing their bachelor's degrees through semester progress checks. Participants working towards bachelor's degrees will be met with by district and/or Project P.a.C.E. staff, when necessary, to discuss progress and strategies for completion.

-Content exam review sessions are offered by other Region One ESC departments to target hard to fill areas.

-Program staff will meet with district administrators, as needed, to discuss barriers for hiring candidates. Participant progress in program hours will be documented and participants that are not being successful in their assigned position will be provided with additional interventions that may include, additional mentor and field supervisor support, co-teaching opportunities, peer observations, support and feedback through pre- and post-observation conferences, professional development opportunities in the areas of need, informal or formal intervention plan, and/or additional opportunities for continued professional development. Additional Education and Training Teacher support will be provided, as needed.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

Districts/campuses currently offering the Instructional Practices Course and Practicum in Education Course will continue to do so.

Districts/campuses who do not currently have education training courses will offer the courses during pre-registration time in the Spring of 2019. Campuses will analyze the course request numbers and based on data, will schedule the required number of class sections. District high schools will collaborate to ensure education and training courses are offered at each high school and accessible to all students.

Districts will collaborate with their CTE departments to ensure participation in a CTSO (TAFE/FCCLA) chapter and competition.

Region One ESC's Project P.a.C.E., with guidance from and in collaboration with the Region One ESC CTE specialist, will support the establishment and continuation of Education and Training courses being offered at partnering districts' high schools. Teachers of Education and Training courses, Instructional Practices and/or Practicum in Education and Training and Career and sponsors of Technical Student Organization (CTSO) will be supported by Region One ESC through the facilitation of a Roundtable discussion, held each semester, to share best practices and resources amongst partnering districts. A student leadership series, featuring Region One ESC educators, will be hosted by Project P.a.C.E. to target high school students and encourage participation and develop their interest and understanding of education as a possible career path.

Teachers for Pathway 1 will be recruited and selected on the following criteria:

- Demonstrated success in the classroom, evidenced by student achievement and evaluations.
- Demonstrated passion for the teaching profession.
- Commitment and enthusiasm for sponsoring an Education and Training CTSO and previous, successful experience leading student activities/organizations.
- Recommendations from principals.
- Diversity reflecting that of the student population (average Hispanic population for LEAs is 97%)
- Experience and training in supervising student work-based experiences or agreement or agreement to participate in professional development on best practices prior to teaching the course(s).
- Agreement to sign a memorandum of understanding (MOU) to remain in their LEA for a minimum of 2-3 years to teach dual credit courses in Education and Training following the completion of their M.ED.
- Each participant receiving a grant stipend will be required to submit two original high-quality master lessons from the Education and Training curriculum to TEA per year for review and potential publication.

The participating LEAs serve at least 97% Hispanic student population and at this time 95% the teachers are Hispanic which mirrors the student population.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

Region One ESC, in collaboration with partnering districts, will identify candidates currently employed in our school districts to address districts' hard to staff areas. Information sessions about the educator preparation program and grant opportunities will be held, weekly during April and May by Project P.a.C.E. staff. Selection of grant participants will be based on the following process:

1. Candidates must have the following criteria met to qualify for the Grow Your Own Grant Program.
 - a. Hold a Bachelor's degree or be within their last 25 hours of college coursework
 - b. 2.5 cumulative GPA/2.75 GPA on last 60 hours
 - c. Pass all pre-admission content tests prior to formal program
 - d. Cannot have taught for three or more years
 - e. Recommendation from supervisor and character reference from professional colleague
 - f. Positive results on most recent evaluation
 - g. Show involvement in school activities
 - h. Desire to teach in a hard to staff areas (core, sped, bilingual/ESL)
 2. Interested parties will complete an application which originates with the educator preparation program, but which may include district input/needs.
 3. Interested parties will submit a signed MOU agreement form describing the requirement to remain in the home district for two successful years of teaching, upon employment.
 4. Districts will review the applications and screen candidates based on needs of the district, state and commissioner goals, and program requirements. Districts may conduct a preliminary interview with a selection committee if numbers require an additional screening process.
 5. District recommendations will be submitted to Region One ESC grant representative.
 6. Region One will review admission requirements and conduct a program interview. Region One ESC's Educator Preparation Program, Project P.a.C.E. reserves the right to admit only candidates into the program based on state and program requirements.
 7. Qualifying candidates will be invited to formal admission into Project P.a.C.E. and participation in grant activities and requirements.
- The SSA will provide sustained and rigorous scientifically-based curriculum in an authentic school setting that supports candidates' development of planning and delivery, student learning, content knowledge/expertise, data-driven practice, and professional practices/responsibilities. Provide support and professional development through, observations and feedback, sessions that include classroom management, students of poverty, ELL/ELPS, differentiated instruction, reading, dev. theory, data driven practices and inst. strategies, special pops, and inst. tech integration, and interventions as needed. The participating LEAs serve at least 97% Hispanic student population and at this time 95% the teachers are Hispanic which mirrors the student population.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	4	X \$11,000 =	44,000
Number of teachers who are teaching Education and Training courses, but not for dual credit	17	X \$5,500 =	93,500
Number of high schools with existing Education and Training courses in 2018-2019	20	X \$6,000 =	120,000
Number of high schools without existing Education and Training courses in 2018-2019	3	X \$9,000 =	27,000
Total Request for Pathway 1			284,500

PATHWAY TWO☒ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	59	X \$5,500 =	324,500
Number of candidates pursuing both a bachelor's degree and a teacher certification	9	X \$11,000 =	99,000
Request for Pathway 2			423,500
Request for Pathway 1			284,500
Total Combined Request for Pathways 1 & 2			708,000

PATHWAY THREE☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
Total Request for Pathway 3			

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)

BUDGET

Stipends Education & Training Classes	<input type="text" value="137,500"/>
Stipends for B.A.	<input type="text" value="49,500"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Region One ESC Project P.a.C.E.	<input type="text" value="374,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

Travel Staff	<input type="text" value="69,000"/>
Travel, student memberships, conference fees	<input type="text" value="78,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Should match amount of Total Request from page 8 of this application

Indirect Costs

TOTAL AMOUNT REQUESTED

Total Direct Costs plus Indirect Costs

Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

District efforts will provide classroom presentations for students, 8th grade orientation sessions, parent presentations, four-year planning with counselors, career inventories, career fairs, and career-counseling.

Teachers for Pathway 1 will be recruited and selected on the following criteria:

- Demonstrated success in the classroom, evidenced by student achievement and evaluations.
- Demonstrated passion for the teaching profession.
- Commitment and enthusiasm for sponsoring an Education and Training CTSO and previous, successful experience leading student activities/organizations.
- Recommendations from principals.
- Diversity reflecting that of the student population (average Hispanic population for LEAs is 97%)
- Experience and training in supervising student work-based experiences or agreement or agreement to participate in professional development on best practices prior to teaching the course(s).
- Agreement to sign a memorandum of understanding (MOU) to remain in their LEA for a minimum of 2-3 years to teach dual credit courses in Education and Training following the completion of their M.ED.
- Each participant receiving a grant stipend will be required to submit two original high-quality master lessons from the Education and Training curriculum to TEA per year for review and potential publication.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

District recruitment efforts will include classroom presentations for students, 8th grade orientation sessions, parent presentations, four-year planning with counselors, career inventories, career fairs, and career-counseling. Campus staff will market the new program to current high school students to get them engaged as quickly as possible. Teachers will be asked to identify prospective high-capacity students, who will be invited to register for the courses. The high school schedule will be set up to provide Principles of Education and Training for incoming freshman. Upper classmen already on track to pursue this pathway will be provided the opportunity to enroll in Instructional Practices. Districts may create a "Grow Your Own" marketing campaign offering a scholarship to students interested in committing to work in the district as they complete their post-secondary training. Students can work towards earning their Educational Aide Certificate and/or substitute teacher certificate which may be obtained through Region One ESC's Sub-Hub program. Region One ESC Gear-up program assists in recruiting students as future teachers by conducting several student conferences in which they include the strand for education and training. The T.I.E.S. (Together in Education for Success) Conference is a one-day event for male students in high school, mentors, and educators designed to increase students' knowledge in the college-going process. The I AM Conference is designed for young women to recognize they are "Intelligent, Capable, and Strong" and that they can successfully pursue any academic and career goal which includes the teaching profession.

Teachers for these courses will be recruited based on demonstrated success in the classroom, passion for the profession, commitment to attend professional development, ability to and enthusiasm for sponsoring the related CTSO, and plans to remain in their districts long-term. Member districts will give preference to teachers who are passionate about pedagogy when making the selection for who will provide instruction in these courses.

Grant funds will support the new courses, the CTSO chapter and costs related to participation in competitions. The CTE directors at each LEA, with the assistance from the Region One ESC CTE director will provide support for the teachers in the new courses and the establishment of the CTSO chapter, including access to professional development and coordination of funds. Efforts will include seeking student and teacher representation reflective of the diversity in the LEAs' schools and communities.

All LEA High Schools will submit their plan for marketing and student recruitment to TEA each year.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

Each LEA have or will enter into an agreement with the university or community college to offer Instructional Practices and/or Practicum in Education and Training for dual credit prior to the beginning of the beginning of the 2020-2021 school year. Since the LEAs in the Region One ESC are distributed over a large geographical area, there may be multiple college partners. The LEAs and colleges currently partner to offer other dual credit courses, and the Education and Training Courses will be included in the MOU with the other courses.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

The Project P.a.C.E. program is a rigorous, fast-paced educator preparation program designed to prepare and certify highly qualified individuals to teach in Texas public schools. The program resides with SBEC-approved EPP curricula and coursework and is based upon the Teacher standards in §149.1001 including Instructional Planning/Delivery, Knowledge of Students and Learning, Content Knowledge/Expertise, Learning Environment, and Data-Driven Practice all incorporated into the content of each course module through stated course objectives, assigned textbook readings, course discussions, assignments, performance tasks and assessments that are aligned with the domains and competencies related to the teacher certificate. This is accomplished through 300 clock hours of professional development plus a one school year of successful teaching experience. Mentor support is critical to first year teacher's success. P.a.C.E. Mentors are required to attend professional development opportunities provided by Region One ESC, to meet the mentor training requirement and support the growth of all our teachers.

The Region One ESC, Project P.a.C.E program consists of a two-part training process. First, candidates will participate in the pre-internship preparation trainings in topics aligned to the State Board for Educator Certification Standards for Teachers. The pre-internship courses are designed to prepare the participants for their first year of teaching. Second, once a candidate is hired as a teacher for the district, the candidate will complete their first year of teaching with additional support from the program. The formative assessments, benchmarks and summative assessments are aligned and designed to demonstrate the extent of mastery of the standards (content knowledge and appropriate, effective use of that content knowledge in the form of performance and demonstrated skills) in and outside the classroom.

The preparation components of the Project P.a.C.E. program support candidates throughout their first year of teaching with educator preparation sessions. Sessions will provide training on topics that include classroom management, addressing the needs of all student demographics that include the needs by Ethnicity, Economic Disadvantaged Status, At-Risk, Special Education, 504, Limited English Proficiency, Gender as well as how to differentiate instruction, data-driven instructional strategies, and strategies that target instructional technology integration.

Candidates will be required to sign a memorandum of understanding (MOU) to remain in their LEA for a minimum of 2-3 years to teach. Region One ESC and each LEA will have a MOU in place for this project which will protect the interest of all parties. As conditions of receiving the stipend, the MOU requires the teacher candidate completes all sources and certifications and teaches full-time for 2-3 years in their respective district. The MOU will clearly state the candidates' responsibilities and consequences if the candidate does not fulfill their responsibilities to become a certified teacher.

OPTIONAL Shared Services Arrangement (SSA)

Applicants that are the Fiscal Agents of an SSA must complete the fields below.

Fiscal Agent	County-District Number
Region One ESC	108950

[illegible]